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ABSTRACT

Noting that children's relationships with caregivers and teachers are emotionally significant and affect how children develop and what they learn, this book provides ways for early childhood teachers to create positive child-teacher relationships and classroom climates. Based on three narrative studies involving extensive observations in urban classrooms where teachers are working with children from difficult life circumstances, the book discusses child-teacher attachment relationships and their role in the classroom, teacher behaviors and classroom organizations that foster trusting child-teacher relationships, and the creation and preservation of the classroom community. The chapters are: (1) "Child-Teacher Attachment Relationships"; (2) "Child-Teacher Relationships and Harmonious Interactions"; (3) "Using "Child-Teacher Relationships To Organize Classroom Learning and Climate"; (4) "Teachers and Children's Prior Relationship History: What Can Change?" (5) "Teacher Behaviors that Foster Positive Child-Teacher Relationships"; (6) "Classroom Organizations that Foster Positive Child-Teacher Relationships"; (7) "Teacher Behaviors and Safe Classroom Climates"; (8) "The Contribution of Peer Relations"; and(9) "Classrooms as Communities." (Contains 173 references.) (KB)

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